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ABSTRACT

The official college catalogues of the 25 institutions comprising the Associated Colleges of the Midwest (ACM) and the Great Lakes Colleges Association (GLCA) consortia were studied to provide descriptive information on the special needs and interests of smaller speech and theatre programs. Information on speech departments indicated three general patterns: speech departments were combined with drama or theatre in nine institutions, speech was a separate department in seven institutions, and speech courses were scattered throughout the curriculum in nine institutions. The ACM had no separate speech departments and the GLCA had seven colleges with speech departments. Only one ACM college had a college-wide speech requirement. Drama departments also indicated a pattern. In eight institutions drama was a separate department--five of these were in the GLCA and three in the ACM. Acceptance of drama courses for fulfilling requirements was much more common than acceptance of speech courses; in the GLCA, drama courses were accepted in every institution. The GLCA seemed to have a stronger performance emphasis in the preparation of many of their faculty members, while the ACM had a more traditional research focus. Through research efforts by the Small College Committee of the Speech Communication Association and the development of the Programs of Limited Size organization within the American Theatre Association, both the shared concerns and the special needs of these differing groups can be better understood. (Extensive tables of data are included.) (HTH)

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SPEECH AND THEATRE PROGRAMS IN TWO MIDWEST CONSORTIA

In an exploratory descriptive study the speech and theatre programs at the 25 colleges of the Associated Colleges of the Midwest and the Great Lakes Colleges Association were examined in terms of departmental status, curricular offerings, and faculty. While program similarities were found within the consortia, clear differences exist between the two. The researcher plans to monitor the consortia every five years to note changes and trends; in addition, directions for further study are described.

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CS 504 471

SPEECH AND THEATRE PROGRAMS IN TWO MIDWEST CONSORTIA

For the person charged with the task of curriculum revision in the smaller institution, as well as those interested in small college programs and program administration, good descriptive information on programs, course offerings, and faculty is hard to locate. Trends in program change and development are similarly difficult to obtain. The complexity of the problem is increased by a lack of effective network access by teachers and administrators in small colleges and by real or perceived professional isolation.

The problem at small institutions is cyclic in that one may not seek out colleagues and information because one has limited access to such sources; multiple responsibilities at one's institution may add to the difficulty of interacting with one's colleagues and professional organizations.

In the past five years the Small College Committee of the Speech Communication Association and the Programs of Limited Size organization within the American Theatre Association have begun to discover and work with the special interests and needs of smaller speech and theatre programs. This paper is designed to help those involved or interested in small college speech and theatre programs by providing descriptive information on 25 representative institutions in two Midwestern consortia - the status of each program within the institution, the curriculum offerings, and the faculty. In addition, direction for further study is suggested.

Methodology

The official college catalogues of the 25 institutions for 1980-81 were the source of information on each. It was felt that this was more desirable than a survey at this time because 1) 100% return would be assured, 2) the same interpretations of the categories of inquiry were more likely to occur, 3) these were permanent and official documents describing the respective departments and institutions.

The researcher and research assistants analyzed the catalogues and any differences were reconciled. Only information appearing in the catalogue was used, with the exception of the descriptions of the consortia and the background data appearing on Tables 1 and 2 which utilize information from consortia records as well as the catalogues.

The Consortia

The Associated Colleges of the Midwest (ACM) is a consortium of thirteen private liberal arts colleges located in the states of Wisconsin, Illinois, Minnesota and Iowa with an additional college in Colorado. The member colleges are: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest,

Lawrence, Macalester, Monmouth, Ripon, and St. Olaf. The ACM is the longest-functioning consortium in American higher education, operating continuously since its founding in 1957. Its purposes have, since its founding, been multiple, in response to the expressed needs of its members. Table One summarizes information on the ACM schools.

The Great Lakes Colleges Association (GLCA) was founded in 1961 as a consortium of twelve private liberal arts colleges located in Michigan, Ohio, and Indiana. The member colleges are: Albion, Antioch, Denison, DePauw, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash, and Wooster. The GLCA was created as a link between the member colleges and shares similar purposes with the ACM. The two consortia at times cooperate in sponsoring programs and sharing resources and research data. Table Two summarizes information on the GLCA schools.

High academic standards and levels of achievement exist at these groups of colleges. SAT scores generally average over 500 or 550 in verbal and math skills. Many of the graduates continue on to graduate or professional schools.

The atmosphere at these colleges, based on a philosophical commitment to the liberal arts and encouraged by the small campus size, favors teaching. Student teacher ratios vary from about 12:1 to about 16:1. Faculty research is encouraged but does not occupy the position it does at larger and public institutions. The colleges have as their major sources of revenue student tuition and fees, private and corporate gifts and endowments, auxiliary enterprises, and government grants.

Results and Discussion

Speech Departments. The names of the departments at each institution are listed on Table Three. The departmental descriptions are contained on Tables Four through Seven. They can be summarized as follows:

I. Curricular Status of Speech (Table Four)

A. Three general patterns emerged: the Speech Departments were combined with Drama or Theatre in nine institutions (in one, Coe, English was combined with both Speech and Drama); Speech was a separate department in seven institutions; Speech courses were scattered throughout the curriculum in nine institutions.

(The departments which included courses which might be considered Speech courses included departments of English, Education, Anthropology, Philosophy, Sociology, Drama, Psychology, and Administration. Common course titles were linguistics, human relations, language and culture, philosophy of language, motivation and persuasion, rhetoric and argumentation, and group behavior.)

Strong differences were apparent between the ACM and the GLCA as to the status of the Speech departments. In the ACM there were no separate Speech departments, seven were combined with Drama, and six had courses scattered throughout the curriculum. In the GLCA there were seven colleges with Speech departments, two which combined them with Drama, and three which scattered the courses throughout the curriculum.

B. The GLCA frequently had Speech majors (six); the ACM had only two. Both groupings frequently required other courses within the department, notably from Drama. Three institutions had interdisciplinary majors which included courses from throughout the whole college but two of these institutions offered only majors in media or mass communication and thus only one (Ripon) had an interdisciplinary major with a more traditional Speech curriculum. In two institutions

students could self-design majors in Speech and these would presumably be interdisciplinary as well. Several offered Speech minors as well as majors, and in no institution was there only a minor in Speech offered.

C. Only one college, Monmouth in the ACM, had a college-wide Speech requirement. One college in each consortium had as a requirement the passage of a proficiency exam or the taking of a course.

In a number of institutions Speech courses could be used to fulfill general education or college requirements (most institutions had such requirements), although the names of the course groupings themselves varied. Again, the ACM and GLCA differed strikingly on which requirement might be met by taking a Speech course, as well as the frequency and type of course that might be included.

Because the names of the groupings varied, no effort was made to reconcile the counting process. For example, Speech courses which could fulfill a Fine Arts requirement were counted there; those which could fulfill a requirement in Fine Arts or in Humanities were counted in both places, as were courses which could fulfill a requirement in a grouping called "Fine Arts and Humanities."

In the ACM only five colleges accepted Speech courses as counting toward any general education requirement, and of these two of the colleges accepted only one course (oral interpretation or readers theatre). These five ACM schools counted the courses in the Fine Arts area and three counted them in the Humanities as well. None counted them in the area of Social or Behavioral Sciences.

In the GLCA eight colleges accepted Speech courses as counting toward a general education requirement. Three accepted them for Fine Arts, four accepted them for Humanities, and four accepted them for Social or Behavioral Sciences requirements.

II. Types of Courses Offered (Tables Five and Six)

A. The findings are summarized on Table Six. They include the information that 14 institutions offer a general or fundamentals course. In addition both interpersonal and public-speaking type courses are offered frequently (at 15 and 19 institutions respectively whereas at only 16 of the institutions was there a Speech or Speech and Theatre department). Oral interpretation or readers theatre were offered at 15 institutions; some listed the course under Drama.

Other courses were rarely offered: coaching forensics only once, ethics and intercultural communication each only twice, and research methods at only 2 institutions, one of which had a combined communication theory and research methods course. Language behavior or communication theory were offered at 9 institutions, however, and teaching of speech at 6 institutions. Speech activities courses appeared at 7 institutions and seminars, independent studies and the like were very common (17 institutions).

Media, film, and public relations were offered at 14 institutions, and nearly all in the GLCA (Carleton was the only ACM school with a large media program and it was the only Speech program offered there). There were concentrations in Speech Disorders (more than two courses) in only three institutions, and all were in the GLCA.

B. Many institutions offered extracurricular Speech programs, with the GLCA having a slightly higher percentage.

III. The Faculty (Table Seven)

A. The GLCA, which had somewhat larger total faculties and student enrollments, had larger faculties teaching Speech. In the ACM five institutions had only one person teaching the Speech curriculum.

The more diverse programs in the GLCA (Media and Speech Disorders) are reflected both in the larger faculties and in the larger total number of Speech courses offered.

B. There was a preponderance of faculty members in the upper ranks, especially full professors. Most had Ph.D. degrees. (This is not inconsistent with other disciplines at these institutions.)

C. There were very few females teaching Speech courses, especially in the ACM which had generally smaller Speech faculties: 2 females, 17 males. (Again, this is not inconsistent with other disciplines at these institutions, which have a high percentage of male faculty members in general. The small percentage female in the ACM, however, may be a little extreme.)

D. Most faculty members taught only in the Speech department; the GLCA had the only exceptions. Part-time faculty were occasionally used there; in two instances faculty from other departments at the college taught in the Speech department as well; in two other instances an administrator or staff member taught in the Speech department also (in one case, the Dean of the College).

Drama Departments. The names of the departments at each institution are listed on Table Eight. The departmental descriptions are contained on Tables Nine through Twelve. They can be summarized as follows:

I. Curricular Status of Drama (Table Nine)

A. Again, patterns emerged. In eight institutions Drama was a separate department. Five of these occurrences were in the GLCA and three in the ACM. Of the six ACM schools which did not have a Speech or combined Speech and Drama department, three had separate Drama departments and one had a combined Drama and Dance department, thus Drama was much more often taught in the ACM than was Speech. In the GLCA three schools had combined Speech and Drama departments and a fourth had a department called Communication Arts and Sciences. Two other schools combined Drama and Dance departments. One combined Theatre and Cinema. Again, in the GLCA the three schools that had Speech courses scattered in the curriculum had separate Drama departments making Drama more prevalent. (Wooster College offered its Drama courses in the Department of Speech, however.)

B. There were fewer straight Drama majors, despite the greater number of Drama-named departments. Most required taking Speech courses as well; the Speech majors, however, required taking Drama courses in many fewer cases (see Table Four).

There were more self-designed Drama majors and minors than self-designed in Speech; interdisciplinary majors occurred in both consortia and in both areas; no institutions had Drama minors but no majors.

C. Acceptance of Drama courses in fulfilling requirements was much more common than Speech courses, and in the GLCA Drama courses were accepted in every institution. In the ACM they were accepted in 9 of the 13 schools. They were accepted as Fine Arts courses, as might be expected, and as Humanities courses as well. Variations in the categories they fulfilled came about because some institutions, especially in the GLCA, did not have divisions which included Fine Arts in the title.

II. Course Offerings (Tables Ten and Eleven)

A. Table Eleven summarizes the information. The larger sizes of the GLCA institutions were again reflected in larger course offerings, but in Drama the balance was greater between the ACM and the GLCA. (No ACM college, or GLCA college, for that matter, had one person teaching all the Drama courses, so course offerings could be more extensive.)

Voice and Diction was especially more frequent in the GLCA as were Acting, Technical Theatre, Lighting, and seminars or internships and independent study courses. Media courses appeared only in the GLCA. Of interest, however, is the indication that the smaller ACM schools had greater offerings in Introduction to the Theatre, Directing (14 compared to 11 in the GLCA), Stage Design, and Organization and Management. Teaching of Drama was offered only in one (Ripon) of the 25 institutions. Courses in Playwriting, Make-up, Organization and Management, and Children's Theatre were seldom offered in either consortia; Costume Design was offered less frequently than was Costume History.

III. Faculty (Table Twelve)

A. The patterns of the Speech departments were generally repeated here, with several notable exceptions. As indicated above, in no institution was there a department with only one person teaching Drama courses. The faculty sizes were, again, larger in the GLCA institutions, consistent with their larger overall faculty sizes. Compared to the Speech departments, there was a greater spread of faculty rank from instructor through full professor, approximately 40 in each of the upper two and lower two ranks.

The pattern of more male faculty members continued, but there were more female faculty members teaching Drama than there were teaching Speech. This is consistent with the finding of more junior faculty members teaching Drama, since most female faculty members are in the lower ranks.

There were many Ph.D. degrees in both consortia, but M.A. degrees were fairly common as well, in contrast again to Speech departments. Here in the area of faculty degrees emerged the most striking difference between the ACM and the GLCA in their Drama departments: the number of M.F.A. degrees in the GLCA (16) compared to the ACM (3). In addition, the GLCA had faculty members with a D.F.A. and a B.F.A. as well. The GLCA seemed to have a stronger performance emphasis in the preparation of many of their faculty members, while the ACM had a more traditional research focus.

Compared to Speech faculty members, more were teaching Drama without degrees beyond the B.A. level, with one A.A. degree and several with degrees not specified, as well.

Conclusions

The Associated Colleges of the Midwest and the Great Lakes Colleges Association seem to show consistencies within their respective consortia. In addition, there are striking differences between the two consortia as to the status of Speech and of Drama, the sizes and backgrounds of these faculties, and the breadth of the respective curricula. In addition, there are differences between Speech and Drama departments that both stand out and stand in interesting contrast to comparisons between the consortia.

Directions for Future Research

The GLCA institutions were founded approximately 25 years earlier and are generally a bit larger in terms of enrollment, total faculty size, and financial endowment. The status of the departments, sizes of the faculties in Speech and in Drama, and amount and diversity of curricular offerings in Speech and in Drama are often, but not always, consistent with these larger sizes.

For example, while the ratio of total faculty teaching Speech is approximately two times as great in the GLCA as the ACM (19 of 1299 faculty members in the ACM; 41 of 1471 in the GLCA - or 12:68 in the ACM, 1:36 in the GLCA), in colleges with Speech departments (more frequent in the GLCA) the ratio is much closer (18 of 644 in the ACM; 41 of 1230 in the GLCA - or 1:36 in the ACM, 1:30 in the GLCA). The number of ACM schools with only one faculty member teaching Speech (4 institutions) may be the relevant variable. This, and a similar look at Drama departments, is one area that merits further study.

A closer look should be paid to a variety of possible comparisons of figures in the data. Although the sample size is small, some valid results might result from statistical comparisons between the two consortia, and between the two disciplines which varied consistently across the consortia.

Two other comparisons are being planned. The same 25 institutions will be monitored every five years, by this same basic methodology (although refined for improved statistical comparisons). This will be useful in suggesting trends as to growth or decline of majors, course offerings in specific areas, and faculty sizes. Changes in faculty genders and backgrounds can be compared, as well.

In addition, within the next year the same instrument will be used to examine larger institutions, and that data will be used to compare the larger

and smaller colleges and universities and departments. Assumed differences may not exist; others may emerge.

Concurrent research is being conducted by members of the Small College Committee of the Speech Communication Association on faculty development at smaller institutions and comparing professional involvement of faculty members at large and small institutions in terms of publications, convention participation, and organizational officerships. Students are being studied as well.

With efforts being made by members of the Small College Committee of the Speech Communication Association and the development of the Programs of Limited Size organization within the American Theatre Association, shared concerns as well as special interests and needs of these differing groups can be better understood. Professional organizations can then become more responsive, and individual department members can benefit better both personally and professionally.

TABLE ONE: BASIC INFORMATION ABOUT ACM MEMBERS (1980-81)

	Location	Date Founded	Church Affiliation	Faculty[1]	Students[2]	Tuition, Fees Room & Board	Endowment[3]
Coe	Cedar Rapids, IA	1851	Presbyterian	73	1227	$5,460	$16,324,000
Cornell	Mt. Vernon, IA	1853	Methodist	65	930	$6,050	$12,649,000
Knox	Galesburg, IL	1857	--	74	951	$6,744	$15,180,000
Macalester	Minneapolis, MN	1885	Presbyterian	116	1635	$6,570	$20,999,000
Monmouth	Monmouth, IL	1856	Presbyterian	52	656	$5,760	$ 3,884,000
Ripon	Ripon, WI	1851	United Church of Christ	67	915	$6,300	$ 4,874,000
St. Olaf	Northfield, MN	1874	Lutheran	197	3017	$5,700	$ 7,446,000
Beloit	Beloit, WI	1846	Non-sectarian	67	1030	$6,930	$ 9,053,000
Carleton	Northfield, MN	1866	Congregational	134	1854	$6,940	$51,763,000
Colorado	Col. Springs, CO	1874	Congregational	163	1945	$6,400	$26,291,000
Grinnell	Grinnell, IA	1846	United Church of Christ	105	1246	$6,765	$41,896,000
Lake Forest	Lake Forest, IL	1857	Presbyterian	78	1041	$7,205	$ 6,969,000
Lawrence	Appleton, WI	1847	Methodist	108	1100	$6,825	$23,072,000

1 - Full-time, not FTE
2 - Fall 1980 enrollment
3 - Book value

TABLE TWO: BASIC INFORMATION ABOUT GLCA MEMBERS (1980-81)

	Location	Date Founded	Church Affiliation	Faculty[1]	Students[1]	Tuition, Fees, Room and Board	Endowment[4]
Albion	Albion, MI	1835	United Methodist	119	1854	$6,487	$16,600,000
Kalamazoo	Kalamazoo, MI	1833	Baptist	87	1432	$6,747	$12,360,411
Denison	Granville, OH	1831	Independent	160	2108	$7,060	$18,445,669
DePauw	Greencastle, IN	1837	United Methodist	154	1250	$7,782	$36,030,922
Hope	Holland, MI	1866	Independent (Reformed)	146	2228	$5,775	$ 5,313,000
Oberlin[3]	Oberlin, OH	1833	Independent	175	2171	$8,039	$93,503,507
Ohio Wesleyan	Delaware, OH	1842	United Methodist	171	2273	$6,975	$17,664,000
Wabash	Crawfordsville, IN	1832	Independent	72	790[5]	$6,050	$60,000,000
Wooster	Wooster, OH	1866	Independent (Pres.)	146	1754 est.	$6,950	$23,500,000
Antioch[2]	Yellow Springs, OH	1852	Independent	59	800	$7,600	$ 4,850,346
Earlham	Richmond, IN	1847	Friends	76	1047	$6,800	$43,890,000
Kenyon	Gambier, OH	1824	Episcopal	106	1450	$7,608	$ 8,823,000

1 - Full-time equivalent
2 - Yellow Springs campus
3 - Arts and Sciences only
4 - Book value fiscal year 1979-80
5 - Only male students; male and female faculty

TABLE THREE: NAMES OF THE DEPARTMENTS

Coe	English, Speech, and Theatre
Cornell	Theatre and Speech
Knox	Theatre and Speech Communication
Macalester	Speech Communication and Dramatic Arts
Monmouth	Speech Communication Arts
Ripon	Speech and Drama
St. Olaf	Speech-Theatre
Beloit	(Interdisciplinary major in media)
Carleton	
Colorado	
Grinnell	
Lake Forest	
Lawrence	
Albion	Speech Communication and Theatre
Kalamazoo	Theatre Arts and Speech
Denison	*Speech Communication
DePauw	Communication Arts and Sciences (includes theatre courses)
Hope	*Communication
Oberlin	*Communication Studies
Ohio Wesleyan	*Speech Communication
Wabash	*Speech
Wooster	Speech (includes theatre courses)
Antioch	Communication Studies (interdisciplinary major in media)
Earlham	
Kenyon	

*Separate departments

TABLE FOUR: CURRICULAR STATUS AT THE COLLEGE

	Coe	Cornell	Knox	Macalester	Monmouth	Lipon	St. Olaf	Beloit	Carleton	Colorado	Grinnell	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Ohio Wesleyan	Wabash	Wooster	Antioch	Earlham	Kenyon
Separate Dept.																X	X	X	X	X	X	X+			
Combined w/Drama	X	X	X	X	X	X	X							X	X										
Scattered in Curric.								X	X	X	X	X	X										X	X	X
Major in Speech				X			X									X		X	X	y	X	X			
Interdisc. w/in Dept.	X	X	S-D		X									X	S-D		X				**				
Interdisc. w/in College								X*															X*		
Minor in Speech				X		X										S-D		X	X	X	X	X			
College-wide Sp. Req.					X																				
Speech Prof. Req.		X														X									
Fulfills Genl. Ed. Req.		X		X#		X#	X	X						X	X##		X	X	X	X	X	X			
Fine Arts		X	X	X		X	X	X									X			X	XX				
Humanities		X	X					X							X		X				XX	X			
Soc./Behav. Science														X				X	X	X					

S-D Self-designed
* Only media major offered
\# Only oral interp. or R.T. course
\#\# Only certain restricted courses
XX "Language, literature and fine arts" requirement
** Recommended
\+ Contains drama courses

TABLE FIVE: COURSE OFFERINGS (by general course description, not course title)
(Units of credit, calendars of institution, frequency of offerings vary.)

	Coe	Cornell	Knox	Macalester	Monmouth	Ripon	St. Olaf	Beloit	Carleton	Colorado	Grinnell	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Ohio Wesleyan	Wabash	Wooster	Antioch	Earlham	Kenyon
General Comm.		1	1		1		1			1				1	1	1	2	1	1	1	1	1			
Interpersonal	1			1		2								1		1		2	2	1		1			
Group Process/Misc.			1	1	1	1	1				1			1		1	1	1		1	1	1			
Public Speaking	1		1	1	1	1	2	1				1	1	1	1	2		1	1	2					
Arg/Pers/Debate	1		2	2	1	1	2		1					2	2	2	1	2		1	2	1			
Oral Interp/RT	1			1	1	3	2	1					1	1		1	1			1	1	3		1	1
Lang Behav/Psycn Comm				1		1			1							2			4						
Comm. Theory				1		1								½		1		1	3		1		1		
Rhet Crit/ Pub Add	2			2			2									2	2	1		1	2	1			
Research Methods														½					1						
Comm. Ethics						1										1									
Intercultural		1							1																
Teaching of Speech					1	1								1			1	1		1					
Coaching Forensics						1																			
Forensic/Debate Activities	1			1	2	2	1							2								1			
Seminars/Indep. Study/ Internships/etc.	1	2	2	7	3	2	4							3	3	4	4	4	2	5	1	2	4		
Media/PR/Film		1			4		1			8				5	2	7	5	9	6	5		6	15		1
V & D/Sp. Path.				1	2		1								1	3	2		7	7	1	6			1
Other		1		2	2									1				3	2	1		1			
Total	8	6	7	21	19	17	17							20	10	28	19	26	29	27	10	24			
Extracurricular Prog.	Y			Y	Y	Y	Y				Y			Y	Y		Y		Y	Y	Y	Y			

TABLE SIX: SUMMARIES OF COURSE OFFERINGS AS TOTAL SCHOOLS OFFERING

	ACM	GLCA	Total
General Comm.	5	9	14
Interpersonal	3	6	9
Group Process/Disc.	6	7	13
Public Speaking	9	6	15
Arg/Pers/Debate	7	8	15
Oral Interp/RT	7	8	15
Lang Behav/Psych. Comm	3	2	5
Comm. Theory	2	5½	7½
Rhet Crit/ Pub Add	3	6	9
Research Methods	0	1½	1½
Comm. Ethics	1	1	2
Intercultural	2	0	2
Teaching of Speech	2	4	6
Coaching Forensics	1	0	1
Forensic/Debate Activities	5	2	7
Seminars/Indep. Study/Internships/etc.	7	10	17
Media/PR/Film	4	10	14
V & D/Sp. Path.	3	8	11
Other	3	5	8
Extracurricular Prog.	6	7	13

TABLE SEVEN: FACULTY
(Some courses are listed w/o faculty - as staff or left blank.)

	Coe	Cornell	Knox	Macalester	Monmouth	Ripon	St. Olaf	Beloit	Carleton	Colorado	Grinnell	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Ohio Wesleyan	Wabash	Wooster	Antioch	Earlham	Kenyon
No. Teaching Speech	1	1	1	6	3	1	5			1				2	5	6	9	2	4	3	3	7			
No. of these Part-time				J/D	J/D										J/D	3	4	?							
Ranks: Prof.		1		3			2			1				1S/T	1	2	2	1	1	1	2	3			
Assoc. Prof.				1	1										1		2	1	2	1		2#			
Asst. Prof.	1			1	1	1	1							1	1	1F	1		1			1			
Instr.				1	1										1		4pt			1	1	1			
Other							2								1	3									
Gender: Male	1	1	1	6	3		4			1				1	2	3 1pt	7	2	3	3	2	6			
Female						1	1I							1S/T	3	3 2pt	2pt		1A			1			
Can't Determine by Name																					1				
Degree: Ph.D.	1	1	1	4	2	1	4			1				2	1	2ft	4	2	3*	3	2	4			
MA				1			1I								1	1ft F	4		1		1	2			
Other				1 MFA	1 MS										**	***						X			
Other Teaching Area															:				//			/			
Other College Role															DIS	DOC									

J/D Joint Department
S/T Speech/Theatre
/ One Assoc. is from Eng. Dept. (female, MA)
F Female
pt Part-time
ft Full-time
I Instructor
A Assistant

* Including the female
** 2 MFA, 1 MLS
*** 2 MED, 2 MFA, 2 MS
X Diploma from European institution (instructor)
// Also, Soc./Anthro. Prof. teaches 1 course (male, Ph.D.)
DIS Dir. Instr. Services (MLS, MA)
DOC Dean of College

TABLE EIGHT: NAMES OF THE DEPARTMENTS

Coe	English, Speech and Theatre
Cornell	Theatre and Speech
Knox	Theatre and Speech Communication
Macalester	Speech Communication and Dramatic Arts
Monmouth	Speech Communication Arts
Ripon	Speech and Drama
St. Olaf	Speech-Theatre
Beloit	*Theatre Arts
Carleton	Studies in Theatre Arts (Int. Disc.)
Colorado	Drama and Dance
Grinnell	*Theatre
Lake Forest	Note: Extra-Curric.
Lawrence	*Theatre and Drama
Albion	Speech Communication and Theatre
Kalamazoo	Theatre Arts and Speech
Denison	Theatre and Cinema
DePauw	Communication Arts and Sciences
Hope	*Theatre
Oberlin	Theatre and Dance
Ohio Wesleyan	Theatre (including Dance)
Wabash	*Theatre
Wooster	Speech
Antioch	*Theatre
Earlham	*Drama
Kenyon	*Drama

*Separate Departments

TABLE NINE: CURRICULAR STATUS AT THE COLLEGE

	Coe	Cornell	Knox	Macalester	Monmouth	Ripon	St. Olaf	Beloit	Carleton	Colorado	Grinnell	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Ohio Wesleyan	Wabash	Wooster	Antioch	Earlham	Kenyon
Separate Dept.								X			X		X					X			X		X	X	X
Combined w/Speech	X	X	X	X	X	X	X							X	X							X			
Scattered in Curric.									X	X*		X**				X#	X##		X*	(*					
Major in Drama				X		X	X						X			X									S-D
Interdisc. w/in Dept.	X	X	X		X									X	S-D		X	X	X	X	X	X			
Interdisc. w/in College								X		X	X												X	X	
Minor in Drama				X		X										S-D		X	S-D	S-D					
Fulfills Genl. Ed. Req.		X	X	X	X	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X
Humanities		X	X		X			X			X				X		X		X	X		X	X		
Fine Arts		X	X	X	X	X	X	X					X	X		X	X	X	X	X	X		X	X	X

* Combined w/Dance
** Theatre is Extra-Curricular
\# Combined w/Cinema
\#\# Communication Arts/Sciences

TABLE TEN: COURSE OFFERINGS

	Coe	Cornell	Knox	Macalester	Monmouth	Ripon	St. Olaf	Beloit	Carleton	Colorado	Grinnell	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Ohio Wesleyan	Wabash	Wooster	Antioch	Earlham	Kenyon
Intro to Theatre	1	1	1	1	1	1	1	1	1	1	1		1	1		1	1	1		1	1	1	1	1	1
Voice and Diction				1	1		1								1	1	1	2	1	1		1			1
Oral Interp--RT				1	1		1	1				1	1		1		1	1	1	1		1		1	1
Acting	2	2	3	2	1	2	1		2	2	2		3	2	1	5	1	4	6	2	3	1	2	2	1
Directing	4	2		2			1			2	1		2		1	2		2	1	1	1		1	1	1
Tech. Theatre		2	1	1	2	2	1		1	1	1	1	2	3	1	1	1	1	2	2	1	1	2	3	2
Lighting/Ltg Design	2		1	1			1	1			1		1	1	1	2		1	2	1			2	1	
Stage/Scene Design	4		1	1		1	1	1	1		1		1		1	2		2	2	1			2		
Costume Design	1		1								½		1			1		1	2	1					
Costume History				1		1					½				1	1									
Theatre History			4	3	1	2	1	3		4	3		8	3	2	3		8	3	4	2	2	2		6
Dramatic Lit.						4				½	2					1		1			2				1
Theory & Criticism			1	1			1	1		2			1	1			1		2		1		2		
Play Writing								1					1					1		1	1				
Make-up	1					1		1								1		1	1						1
Organization/Management					1	1				1			1			1			1						
Creative Drama Children's Theatre		1								1									½	1					
Seminar, Ind. Study, Internship	1		2	4	2	2	3	2		2			2	3	1	3	2	5	6	3	1	1	2	3	3
Teaching of Drama						1																			
Media--Films														1		6	4	2	1	1					1
Drama Activities	1		1	1							1			2		1	1	1	3	1	1				
Other		2	1				1	1	1	1	1		2	2	1				2			1	7#	1	2#
Totals	17	10	17	20	10	18	14	13	6	17½	15	2	27	19	12	32	13	29	37½	22	14	9	23	13	20
Extracurricular Activities		Y	Y	Y		Y		Y		Y	Y		Y	Y		Y		Y	Y	Y	Y	Y			

Dance

TABLE ELEVEN: SUMMARIES OF COURSE OFFERINGS AS TOTAL SCHOOL OFFERINGS

	ACH	GLCA	TOTAL
Intro to Theatre	12	10	22
Voice and Diction	3	9	12
Oral Interp--RT	6	8	14
Acting	22	30	52
Directing	14	11	25
Tech. Theatre	15	20	35
Lighting/Ltg Design	8	11	19
Stage/Scene Design	12	10	22
Costume History	3½	5	8½
Costume Design	2½	2	4½
Theatre History	29	35	64
Dramatic Lit.	6½	5	11½
Theory & Criticism	7	7	14
Play Writing	2	3	5
Make-Up	3	4	7
Organization/Management	4	2	6
Creative Drama Children's Theatre	2	1½	3½
Seminar, Ind. Study, Internship	20	33	53
Teaching of Drama	1	0	1
Media - Films	0	16	16
Drama Activities	4	10	14
Other	10	16	26
Extra-curricular Activities	8	7	15

TABLE TWELVE: FACULTY

	Coe	Cornell	Knox	Macalester	Monmouth	Ripon	St. Olaf	Beloit	Carleton	Colorado	Grinnel	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Ohio Wesleyan	Wabash	Wooster	Antioch	Earlham	Kenyon
No. Teaching Drama	5	2	5	6	3	2	4	3		6	4		5@	3	5	7	9	6	4	3	2	7	2	2	8
No. of these Part-time	4		1	J/D	J/D								(3)		J/D	1	4	1							2
Ranks: Prof.		1	2	3		1	1	1		1	1		1	1S/T	1	2	2			2		3	1		1
Assoc. Prof.		1	1	1	1			1		1			1	1	1		2	4	2			2	1	2	2
Asst. Prof.	1			1	1	1	1				1		2@		1	4	1		1	1		1			4
Instr.	3		1	1	1		2	1		2	2		1	1	1		4pt	1				1			
Other	1		1							2					1	1		1	1						1
Gender: Male	3	2	4	6	3	2	3	3		4	1		3@	2	2	6	7	6	3	2	2	6	1	2	3
Female	2		1				1			2	3		2	1	3	1	2pt		1	1		1			5
Can't Determine by Name																							1		
Degree: Ph.D.	2	1	2	4	2	1	2			2	1		2	2	1	1	4			2		4	1	1**	1#
MA	2		1	1		1	2	1		2	2		1	1	1	3	5	4	2*		1	2			1
MFA				1									2@		2	3		1	2	1	1		1	1	4
Other	1AA	1MS	2BA		1MS			1MS 1BA		2BA	1BA		Eng Hist		1MLS			1BFA				1			2##
Other Teaching Area		%																							

J/D Joint Department
S/T Speech/Theatre
% Speech
* One has 2 MA's
** Has MFA as well
# D.F.A.
Not specified
@ Theatre Faculty